JOURNAL OF EDUCATION.

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EDITORIALS

The Autogyro

The Clerva Heliocopter, or Autogyro, rises one thousand feet straight up and then flies many miles in any desired direction, and comes down with ease and safety, in a vertical line. It requires no field larger than the machine itself, for it goes up in a straight line and comes down in a straight line.

Airplane artists have been trying for some time to make a machine that would lift itself up directly. An American has had a Heliocopter that would go up a few feet and stay up a few minutes, but it is Clerva who has perfected the machine in England, and on October 15, this year, rose one thousand feet in a vertical line, flew fifteen miles, coming down a few hundred feet at any time and going up again when he chose.

Educationally we need the Autogyro or Clerva Heliocopter action. It takes too long to get our education functioning.

We have an amusing theory that all children must spend three years in a Junior High School and three years in a Senior High School, and three or four years in college. We need a large field to start in and a large field to stop in.

We have never desired a Clerva to inspire a genius to rise directly and quickly in his genius and make an early mastery of his talent.

It is simply absurd for schools to crush inspiration and aspiration.

A certain talented young clergyman, a graduate of one theological seminary, and lacking only a course in German of winning his doctorate of divinity in another, is preaching to audiences of a dozen or two people. That talented young man is preaching logical, scholarly sermons, but evidently they are not appreciated by the people of the parish or of the community.

Indianapolis has a young Presbyterian clergyman, who took a church, got busy in the community, rallied the young people, captivated the high school students, took his little flock three miles away, and built one of the best and most expensive churches in the city with one of the largest auditoriums, which is packed to the limit at every service.

Syracuse has a young Baptist clergyman who has the same record, throbbing the very life of the community.

They have not wasted their time studying German in order to write profound sermons, but they are autogyroists. They take the audience from just where they are as they come from their real life, directly and inspiringly straight up into a high religious atmos-

phere and then sail around with them on some vital theme and come down just where they started from and send them home to live a new life with a new joy, making a real kingdom of heaven where they live.

The teacher of today, the school of today must take the children of the community, and through the course of study, through the various subjects, must take the Clerva Heliocoptic rise right up into an educational atmosphere with noble aspiration and bring them back where they will want to use what they know and what they can do where they live.

The public school must make the community where it is bigger and better, broader and wiser because the young people have gone up directly from their homes and have come back directly to their homes through the school.

Graff and Indianapolis

Despite a few annoyances city superintendents are having a peaceful and prosperous administration. We have never known this to be as true when all superintendents are leading the teachers and the public into new progressive fields.

Superintendent Ellis U. Graff and Indianapolis are a good example of this. Mr. Graff is unanimously re-elected for a third term of four years at a substantial increase in salary, and it was not alone the Board of Education that was unanimous. The principals, the teachers, the various civic and industrial, religious and social organizations, as well as the Board of Education, appreciate his pace of progress.

Mr. Graff is a reliable and wise business man. He has the rare gift of making decisions promptly with almost uncanny foresight. He never forgets to be a gentleman in his association with anybody and everybody. In temperament and other phases of personality Mr. Graff has the esteem of the people of the city and of the state.

No McAndrew Uniforms

When a man gets as much publicity as Superintendent William McAndrew of Chicago is getting he becomes such good "news" copy that he is sure to be misrepresented, as he was in the matter of a "uniform" garb for teachers. We confess that the details in that false press output were so characteristic of his fearlessness of expression that we almost got caught, and the wonder is that the Journal of Education did not give it publicity. The following note is as characteristic as anything could be:—

"Some telegraph press agency sent to the newspapers a report that the superintendent of Chicago schools urged the teachers to wear uniforms. The various comments which editors have made upon this are all based on misinformation. The superintendent never recommended, urged, or suggested that the teachers wear uniforms.—W. McAndrew."

The Persistence of Falsehood

The Educational Review is not sold, is not for sale, has not been dickering for a sale, and yet there has been the most persistent story that it has been sold, to whom it had been sold, and when it had been sold. And this was not ordinary gossip, but by prominent men who heard it directly, was heard by us personally from the lips of men who should have known whether or not they were telling the truth.

For several weeks we gave no heed to it, but when we were given all the details, the name of the purchasers, the location of headquarters, the name of the financial backers, we assumed there was something to it. Fortunately we made no reference to it, and wrote directly to the parties interested, and thus are able to announce that there was never anything to it, which only goes to prove how a falsehood can be vouched for, how complete the details can be provided, how persistent falsehood can be until the most skeptical are convinced that it is true.

We had known of the prosperity of The Educational Review, and that was given as the cause for its sale: "Selling when selling was good."

Christian America

When there are some tragic discussions about America's faith in the Creator of Science it is interesting to read the following in a San Diego daily paper:—

"While Curtis D. Wilbur, secretary of the United States Navy, was in San Diego inspecting the naval hospital in Balboa park word was brought that a naval officer, who was seriously ill, wished to speak to him.

"Commander Edward S. Stalnaker, who was on duty at Washington, D.C., prior to coming to San Diego, was the officer. Secretary Wilbur excused himself and went into the sick room and before he left offered a fervent prayer in behalf of this officer.

"Friends were expressing their appreciation of this act of the secretary when Mrs. Wilbur said:—

"'Yes, Curtis firmly believes in prayer, and he was only too glad to have this privilege of petitioning his Lord and Saviour that Commander Stalnaker's life might be spared.'

"A high officer, in commenting upon the incident, said:—

"'The questions of preparedness and peace are in safe hands when we have such a God-fearing man as Curtis D. Wilbur at the helm of our navy. More power to him!'"

Charles F. Lummis, Pioneer of the Great Southwest

By A. E. WINSHIP

More than forty years ago I met Charles F. Lummis on Whiteface, one of the White Hills that worship at the shrine of Chocorua, the most rugged personality of any of the White Mountains.

It was just incidental; my interest in meeting him was due to the fact that as a recent graduate of Harvard he was writing charming descriptive articles for one of the famous monthly magazines.

For the last quarter of a century I have enjoyed a fairly intimate acquaintance with Dr. Lummis, pioneer and editor, historian and librarian, and the recollection of that Whiteface meeting vanished.

This September we were at Ferncroft Inn, Tamworth, looking up at Whiteface morning, noon and night, and day by day one experience after another was revitalized until I enjoyed telling of meeting Lummis when we camped out one night on Whiteface.

Imagine if you can the thrill of surprise as we reached our home in Cambridge on a September evening to find an autographed copy of Lummis's latest book.

> MESA, CANON AND PUEBLO. Our Wonderland of the Southwest. Its Marvels of Nature—Its Pageant of the Earth Building—Its Strange Peoples—Its Centuried Romance. By Charles F. Lummis. Illustrated with nearly 100 Rare Photographs. The Century Company, New York and London.

Is it any wonder that the first evening at home was spent with Lummis in this fascinating story of the "Mesa, Canon and Pueblo," written as no one else could write it. Unless one knows this story it is impossible to claim real acquaintance with Arizona, New Mexico, and sections of Southern California.

Incidentally it is an interesting detour to say that for forty-three years we have known from the train with occasional adventures into points of exceptional importance in New Mexico, Arizona, and Southern California where there were rude and crude places still left.

THE SURPRISE

The photographic illustrations in the book were so compelling that not one escaped us. These are all from photographs taken by Lummis himself, photographs of places no other author has seen.

One needs to get the setting complete in order to have any suspicion of the thrill as I read the thirty pages descriptive of "Acoma, the City of the Sky, the Most Interesting Rock in the World—A Strange Pre-historic Cliff-top Town," and saw a photographic picture of "The Camino del Padre, Acoma: George Parker Winship climbing."

In a life of delightful surprises nothing has quite matched that of seeing this picture of our son climbing that matchless historic cliff in the Indian country in the latest book of Charles F. Lummis, whom we first met on Whiteface, New Hampshire, more than forty years ago, and this upon our return from vacation life under the charm of Whiteface in September, 1925.

"Mesa, Canon, and Pueblo," by Charles F. Lummis, is the most important book on the historic Southwest that has been or is likely to be written, for no one has known it for forty years as Lummis has known it, and no one has the descriptive grace and spirit of this worshiper of "Mesa, Canon and Pueblo," but to no one can it have the same thrill of sentiment as it had on the first evening in our home after dividing the month between the Pacific Northwest and Ferncroft Inn looking out upon Whiteface, where I first knew Charles F. Lummis, friend of the years since, author of the chapter on "The Camino del Padre, Acoma," with photograph of "George Parker Winship Climbing."

Is it any wonder that I anticipate with unalloyed pleasure being with Charles F. Lummis in his home in Los Angeles in November, two months from the time that that first meeting was recalled as I looked up at Whiteface from the Ferncroft Inn.

No principal can afford to remain outside the Department of Elementary School Principals. This department needs the help of every thinking co-laborer. We need every one of our 50,000 elementary school principals, for we are members one of the other by the very nature of our task. Every principal in America has already been helped in a dozen ways through the fine professional spirit and service of the organization. Our membership should be, and I am sure it will be, doubled by the time the Fifth Yearbook is ready. But it is the present membership that must help the elementary principals of America to grasp the vision of this splendid army for bringing a better day to the citizens of tomorrow by an enlightened and united service.

Mary McSkimmon, President, National Education Association.

DAD'S DECALOGUE

By EDWIN C. BROOME
Superintendent of Schools, Philadelphia, Pa.

(Extract from an address before Big Four Fathers' Association, October 22, 1925)

1. Do not expect the teacher to control your child, if you have failed at home. Habits of obedience and respect for authority must be learned first at home.

2. Fathers, know your sons. Children who have been taught always to confide in their parents can be trusted anywhere.

3. Find some daily home duties or chores for your boy or girl to do, and they will come to appreciate in some degree the sacrifices you are making for them.

4. Don't give children much spending money. Let them earn it; otherwise an excellent opportunity to acquire the habit of thrift is lost.

5. Where children are far enough advanced to have home study, be sure that they regularly set aside the same time for it every day. Regularity is a good habit to acquire.

6. Do not believe every report your child brings home. All children do not lie, but most children have a strong imagination which tends to operate in their own favor, if they are guilty.

7. Do not take the part of your child against the teachers before hearing both sides, and do not do it after. In nine times out of ten you will find, to your embarrassment, that your child was wrong, and in the tenth case, it is better to suffer a slight injustice to your child than to destroy the teacher's influence over him.

8. If you have a complaint to make, go first to the principal of the school, not to the superintendent, or a board member.

9. Do not expect miracles. Not all children are equally apt. The school trains minds but does not furnish them.

10. Do not apply adult standards to the work of children; nor rebuke your boy because he cannot do sums as well as you can. Think how often you were stood up in the corner in school for worse blunders. Do not criticise the schools because they have changed so much since you were a boy. Consider where your business would be if you were to use the same methods that were used when you were a boy.

Education and Eugenics

By ARTHUR MACDONALD

Washington, D. C.

The definitions and ideas of education are numerous, but the fundamental purpose in most of them is effort of the adult members of society to shape the development of the coming generation in accordance with their own ideals of life.

It is said that the propositions of pedagogy can never have universal validity, because people are taught according to their traditions, locality and generation in which they live, and degree of development to which they have attained.

It is a general principle of education, that you cannot develop and improve in a person, any tendency, characteristic or quality which does not already exist in such person; that is, there must be a hereditary basis for everything mental, moral or physical which is in us. The teachings of biology tend to confirm this. Our original tendencies are hereditary; that is, for instance, the color of the character and the color of the eye are hereditary. All these tendencies are developed by environment, but we must have them first, before talking about educating or developing them.

EUGENICS AN ANCIENT STUDY

Eugenics itself was known and discussed by Theognis of Megara, a poet who lived in the sixth century, B.C., and could be called a very early race improver. He was an ancient Greek idealist, very young, and an admirer of strength and beauty both of mind and form. Here are some lines from the fragments of his poetry that have been preserved, addressed to his friend Kurnus:—

"With kine and horses, Kurnus, we proceed
By reasonable rules and choose a breed,
For profit and increase at any price,
Of a sound stock without defect or vice.
But in daily matches that we make
The price is everything: for money's sake
Men marry, women are in marriage given,
The churl or ruffian that in wealth has thriven
May match his offspring with the proudest race—
Thus everything is mixed, noble and base.
If then in outward manner, form and mind,
You find us a degraded, motley kind,
Wonder no more, my friend! the cause is plain,
And to lament the consequence is vain."

Plato advocated seriously race-betterment, being a eugenist, but a theoretical rather than a practical one. In his ideal state, courage and beauty should be united, the brave only wed the fair. But he ignored individual parenthood and family life, making the state manager of everything.

Eugenics is officially defined, "as the study of agencies under social control that may improve or impair the racial qualities of future generations either physically or mentally." Eugenics has been defined more briefly as the study of the conditions of improving the race.

EUGENICS IN RELATION TO EDUCATION

In the end, the future of a country depends upon the character and ability of its people. Increase of wealth and advance in science will be of little benefit to posterity, if there is a decline in the native quality of the race. Mental qualities are inherited in the same way and with the same intensity as physical, and racial well-being or eugenical progress is to be attained through educational effort. Any education for social service should include the principles of heredity.

Eugenics may apply only to measures affecting the inborn qualities of future generations. Educability consists in susceptibility to educational processes. This susceptibility is inherited and, as every teacher knows, it varies greatly in children; there may be a general brightness or general dullness; or a child may be dull in most subjects and bright in some special one, or generally bright but dull in one branch. These grades and kinds of educational susceptibility, which are inherited, can be greatly influenced by environment, such as strain and exhaustion of excessive emotion, by over-pressure, improper feeding and clothing, too little sleep and bad hygienic surroundings generally. The injuries produced by external things are generally temporary, and disappear when the cause is removed. The real cause of the lack of educability is the fact that children are born with different capacities. Thus two children of the same family with the same environment can differ greatly in ability; one can show a high educability, the other a low one. There will be children in most favorable environment who are dull, and a bright child may come from the poorest surroundings. On investigation it will be found that these differences often run in families, just as certain diseases do, because of an inborn susceptibility to them. It has been shown that children of gifted parents tend to be more gifted and those of stupid parents less gifted than the average. Galton showed that the chance of a son of an eminent man was about 500 times as great of becoming eminent as that of a son of a man taken at random. A child may have the best instruction in art, but never become an artist, while another with little opportunity at first, develops into a great painter. Children with high educability learn without effort, and become distinguished in spite of their surroundings. Others with best environment but with low educability learn with great difficulty. In short, children are born with different degrees of educability.

General ability may consist in accurate per-

ception, power of attention and memory, mental insight, judgment, and well co-ordinated motor power. Inferior ability may be shown by dullness of perception, weak power of attention and memory and resulting little information and few ideas with a general defect of educability.

The welfare of a community, nation and the world demands that every individual should be afforded the highest development of which he is capable. This is the work of education.

Just as defective educability exists in different branches of knowledge, so it may exist in moral instruction. There are children who have little or no moral sense, in spite of most careful bringing up, because they are wanting in an educability for such development. Fortunately these are not many.

Education is the main avenue by which the problems of eugenics should be approached and the chief instrument by which the purpose of eugenics can be accomplished.

In England there are scholarships and other machinery for encouraging every pupil to continu. education. This tends gradually, according to specialists, to remove the more intelligent elements out of the industrial classes, thereby lowering the mental capacity of these classes. This, of course, was not intended; but it comes from regarding mankind as homogeneous, without knowing that it is permanently heterogeneous. While men are not born equal, few realize how unequal they are.

Inequalities in wealth and political power may not be so undesirable, but it is desirable that these inequalities follow the inequality of faculty, which is natural. To eliminate this inequality would be to mark genius and ability as enemies of society.

While eugenics looks to the future and sex hygiene to the present, yet they are tied together. Indirectly, training in the elements of biology, zoology, botany, etc., will facilitate teaching of sex-hygiene. In the past, morality dealt mainly with duties to our neighbors; in the future we should add duties to posterity.

Heredity makes the science of eugenics possible. While like generally produces like, there are exceptions, as sometimes superior persons have inferior children, as we have noted. But eugenics deals with averages rather than individuals. On the average the law of heredity acts with practical certainty. It seems probable that susceptibility or predisposition to many diseases is inherited. The degree of hereditability is strong in feeblemindedness and nervous diseases.

THE LEAST FIT INCREASE MOST

It has been quite evident for some time that many of the least fit have the most children, while the most fit have the fewest children. It is quite apparent that if this general condition continues, human stock will degenerate. It is one of the purposes of eugenics to counteract this tendency. It has been shown that a Harvard graduate has on the average three-fourths of a son and a Vassar graduate one-half of a daughter.

Late marriages shorten the reproductive period. Limitation of number of children is mainly due to selfishness and luxury. In country life the family is much more dominant than in city life, where there are so many outside interests; even among the most cultured the complexity of interests causes home life to suffer. Thus the majority of the offspring produced in a progressive and cultured population may come from the least advanced and least cultured. While we should do all that is possible to improve human stock, we at the same time should give all opportunities for development of the best stock we already have, especially including superior children.

Civilization seems engaged in extirpating its higher classes and recruiting itself from its lower; it takes from the lower strata the kinds of ability that are valued, and, as estimated, destroys 50 per cent. of them in every generation. In England the birth rate in the upper classes is only one-half of that necessary to maintain its numbers.

Paleontology indicates no physical improvement in man since the beginning of history, nor is modern man bigger, stronger or more beautiful than his ancestors were 10,000 years ago; nor has he a bigger brain. The Cro-Magnon race, existing about 25,000 years ago, appears superior to any modern race in size, strength and cranial capacity. It would seem that the brain development of man has been retrogressive for a long time.

EUGENICS DOES NOT NEGLECT ENVIRONMENT

Eugenics, while laying stress on heredity, does not neglect the importance of environment, which has great influence on inheritable tendencies latent at birth. It advocates these social reforms which give such tendencies free play, when they are calculated to benefit the community; it restrains and represses such tendencies as harm the community; it encourages physical health without neglecting the spiritual side of man. It impresses upon all classes the dignity, privileges and responsibilities of parenthood.

Eugenics makes a study of infant mortality and endeavors to show how this may be reduced. If the nations of the world would compete with each other on race betterment (not on armies and navies), they would be less disposed to sacrifice the best of their youth. Eugenics has been called the handmaid of peace.

The main object of moral education is the good of mankind, which is the main object of eugenics. The biologist and the moralist agree that the important thing in a country is the kind of men and women it produces.

INHERITABILITY OF ACQUIRED CHARACTERISTICS

It is generally admitted that bodily changes due to accidents or otherwise are not inherited. The children of a one-legged man are not born

with one leg. Docking the tail has been followed up for generations, yet no animal is born with a docked tail. Weismann cut off tails of mice for nineteen generations in succession without a single case of the mutilation being inherited. So as to men, tattooing, circumcision and the like are never inherited. Callouses form on our hands and feet from pressure, yet these acquired characteristics are not inherited; all previous generations have acquired these characteristics. The Chinese for generations have artificially compressed the feet of their women, yet every child born has normal feet. So certain tribes for generations have artificially flattened the heads of their young, yet no child is born with such a head.

Many cases cited of acquired transmission can be explained in other ways. Yet there are some cases in doubt, and the question is not settled. But it must be admitted that by far the great majority of modern authorities hold that acquired characteristics are not inherited.

It is held by some that acquired characteristics though in the long run they may possibly tend to modify inborn qualities, are not inherited from generation to generation in any observable degree. If we inquire of the teacher about the prospects of a pupil, he will say, in substance, that it depends upon the ability and surroundings of the child; that is, upon his nature and environment, or nurture.

The quality actual or potential of a child at birth depends upon the inherent qualities of its father and mother and other ancestors.

It is said by eugenists that when marriages of the fit are more fruitful than marriages among the unfit, mankind is rising, but if the reverse be true, man is degenerating.

This generation is responsible for the production of the next generation; to make every citizen realize this is a eugenic ideal. This sense of racial responsibility can be spread by making it a part of the educational system.

Eugenics in education may be through the public schools to teach the improvement and conservation of the better family qualities; facts can be taught as to the nature and control of inborn potentialities, so that every educated young person will learn the proper evaluation of her heritable qualities in the community.

THE EUGENIC EDUCATION SOCIETY OF ENGLAND

The Eugenic Education Society of England was founded by Francis Galton. Below are some of the resolutions passed by the General Council of this Society:—

1. The income tax to be assessed in inverse proportion to size of family.
2. The cost of education should be deducted.
3. To prohibit immigration of undesirable aliens.
4. To discourage parenthood among degenerates.
5. To lessen all arrangements which tend to discourage parenthood among selected groups.
6. To compel certificates of health before marriage.
7. To make the housing of the people more adequate.
8. To make the family the unit in emigration.
9. To promote parenthood among the best types.

Education is to fit human beings for their social existence, making them good citizens and especially giving those above the average opportunity for development. Education of the individual alone can give interests and directive power, but it cannot change a feeble character into a strong one; its action can be ameliorative but not marked; the character indulging feebly in vice, may be made to indulge in virtue, but only feebly.

The Eugenic Educational Society has the following general objects:—

1. It should make the public realize the power of heredity on the fate of nations.
2. To show how to regulate conduct of parenthood in accordance with laws of heredity as far as known.
3. State action as to conduct productive of racial progress.

The seed is what interests eugenics, yet the environments or soil help to develop the seed.

The Executive Council of the Eugenic Education Society of England has suggested the following as to methods of teaching:—

1. Children under ten or twelve should have moral teaching in the course of ordinary lessons, as to responsibility for future actions (as that the effects of bad words do not die out quickly), and that children are apt to resemble their parents.
2. Boys and girls over ten or twelve: Ideas can be taught as responsibility to one's country and continuity in history. Nature study showing the reign of law, and how living beings are divided into orders, genera, and species. This will help in teaching responsibility of parenthood at a later date; with this in view also fertilization of plants and lower animals may be taught in a scientific manner.
3. Normal school teachers should have a thorough knowledge of sex matters. Questions will be asked and at a certain age or on leaving schools teachers should have private conversation with their pupils on questions of sex. The importance of racial responsibility and advantage of good offspring should be pointed out. Dangers from alcoholism, sexual vice and other detrimental agencies should be indicated. These points should not be isolated, but taken up with other social subjects.

Sex questions should begin with biological and anatomical instruction in regard to reproduction in man purely in a scientific way. This can be supplemented by

private conversations on sex which should be dealt with directly and without reserve, emphasizing above all the idea of parental responsibility.

4. Instruction out of class: Private instruction should be given to pupils by good teachers.
5. Colleges and universities: Students seeking a degree involving natural science can easily learn eugenic questions. Specialization is necessary. Lectures in evolution and heredity should be given in all colleges and universities.

The foundation of eugenics is laid in some measure by mathematical-statistical treatment of large collections of facts. The superstructure requires the work of many minds of a different order with enthusiasm. It does not require technical knowledge, as the foundation work does.

The Society seeks to show the bearing of eugenics on legislation and conduct in life and its influence on social customs. All this for the betterment of the human race.

Eugenics comprises biology, so far as it is concerned with heredity and selection; anthropology, so far as it throws light on racial questions and marriage; politics, so far as it relates to parenthood and civic worth; ethics, so far as it promotes ideals which tend to improve social quality; and religion, so far as it strengthens eugenic ideals.

Teaching Outdoor Decency

By RUTH SAWYER
Author of "Doctor Danny" and "Gladiola Murphy"

Not long ago we watched some sort of air manœuvring at an aviation field. The way the planes slipped from earth and made their flight seemed most casual and everydayish, for all the world as if the air must soon be a native excursion place for humans.

"Watch out," said the scientist with us, "another ten years and we'll be having plane picnics, as numerous and comfortable as motor picnics."

"God forbid!" It was our professor of Nature study who groaned this. "Think of the clutter. The woods and roadsides are being defiled badly enough as it is; think of the time when tin cans and orange peels and biscuit boxes rain from above! The sea will swallow it; but the earth will become a vast, East Side dump-heap if we don't begin to educate now for roadside housekeeping."

The professor's outlook was undoubtedly exaggerated; but he was right about the immediate need of education. The matter of outdoor cleanliness and the responsibility of every individual to maintain it is something that calls for acute treatment.

We motored to Maine and back last summer. Stretches of the state road from Boston to Bangor were not only scattered with refuse but in places massed with it. I call to mind one of the most lovely spots on the New England coast. I rode over it as a child in a stage-coach, taking all day to go those twenty miles, and after thirty years the memory of its loveliness still holds green. One side of the road was lined with beech, birch and evergreened woods, laid thick underfoot with a dozen varieties of moss, wintergreen and partridge berries and those flashing red clumps of dwarf cornel. There were brakes and rock and royal fern and the exquisite spicy twinflower. It was a very fairy place, to be reveled in by the mere passer-by. Ocean, with rocks or sand and tangles of morning glories and vetch pea, bounded the other side of the road.

Last summer the place was barely recognizable. It was carpeted with refuse. We drove nearly those twenty miles to find a single clean spot on which to have our noonday meal; finally driving off the state road a mile or two to find it. But all along those miles of exceptional beauty was filth. I am not exaggerating. It offended eye and nostril and all sense of decency. It was the most incriminating evidence against those hundreds of untidy, unthinking, uncaring, beauty-blind men and women who have made of it an eye-sore. Their name is legion in this country of ours and we might as well acknowledge it and set about to do something.

The foreign-born are more than likely to follow the example of the American-born. It is the first scattering of rubbish that is so insidious; another group of picnickers come and find it and do likewise. But if American families are raised to respect and take care of all public playgrounds, to have a sense of pride in a clean, well-kept roadside and show an honest, free-spoken contempt for the offender, I know the foreign family will pattern after it.

Let the schools teach a spirit of responsibility toward what is a wonderfully beautiful country; a pride in belonging to it; let them teach ways of caring for rubbish and a respect for sanitation. Let them train an eye for beauty; and I believe the defiling of parks and roadsides will become a rare fact.

A Japanese student at our university said once: "I have been studying your public schools. They teach much good science and give out a great deal of valuable information; but I cannot see that the children are being educated for good citizenship. Now our Japanese children are taught that they belong to

Japan; whatever she has of beauty and resources they must help perpetuate. Instead of stoning a bird on a tree or stealing a flower from a public park they learn to paint them."

Our Girl and Boy Scouts are doing a great deal toward setting examples for woodcraft and outdoors tidiness; in many instances a troop will clean up after untidy motorists. Public-spirited individuals do the same; our professor of Nature study and his wife are indefatigable cleaners-up. But that will get us nowhere. It is not remedies but education we need; and we are desperately delinquent in getting it started.

There is a force we can definitely count on as well as education and that is public opinion —the more education the stronger the opinion. Mass public opinion back of citizen training and we will have it in every school. Have fifteen minutes at assembly periods twice a week given over to talks on park and playground care, community ethics, conserving not only wild flowers but Nature's own habits of neatness. Offer prizes for the best essays on the care and development of our outdoor resources; plan another one of those everlasting reform weeks; have a Clean Picnic Week. A few years of this sort of thing and public opinion will wax so strong against the littering, irresponsible motor party that the community in which it lives will take it in hand. I should like to see the time when the motorist who leaves his rubbish behind him will lose his license.

And why cannot the teachers of Nature study make it a point in their work to develop a love and appreciation of Nature that may work out in practical results? No child who has had his eye and heart trained to see and rejoice in the loveliness of moss and fern and partridge vine could possibly let himself or his family defile it with banana skins and watermelon rind. And remember the children of today are the drivers and picnic leaders of tomorrow.—The Woman Citizen.

A Senator with Personality

By A. E. WINSHIP

It has been my privilege to know somewhat intimately United States Senators for half a century, and some of them I have known before they went to the Senate, before they or anyone else thought of their ever being in the Senate of the United States, and of these none has had a more interesting experience, resulting from his personality, than has Senator W. N. Ferris of Big Rapids, Michigan.

Personality is not individuality, or rather individuality is not personality, which has the safety valve of conventionality without the leakage of individuality. I have known few men with the rugged personality of W. N. Ferris, whose staunch conventionality has the thrill of individuality's spirit of adventure.

Professor W. N. Ferris had no official halo when I discovered the charm of his rugged personality. That was more than a third of a century ago, when we were frequently coworkers in educational meetings of various kinds under various conditions in many states. He was one of a number of popular educational speakers of that day, some of whom were profound, some emotional, some inspirational, some funny, some propagandists, and some crusaders. There were conventionalists and individualists, but Ferris demonstrated heroic personality.

My adoration for a United States Senator was born on a day in my early teens when I heard Charles Sumner make his first political address after he recovered from the effect of the infamous blow of another senator as Sumner was unsuspectingly seated at his desk in the Senate.

My brother-in-law took me to a monster political picnic in Bristol County, Massachusetts. To see Charles Sumner under those circumstances, to hear him, to see that audience go wild with adoration was the first real political event of my life, and to this day my nerves tingle and my heart throbs whenever I recall that occasion, and a United States Senator has always had the halo of that first object lesson in politics.

Like a flash out of a clear sky, with the roaring of distant thunder, the whole scene changed, and the platform schoolmaster, the principal of a private school for the preparation of teachers, led every other schoolmaster of half-a-century in the development of political or statesman personality.

A Republican schoolmaster has been elected in Republican Pennsylvania, and a Democratic schoolmaster has been elected Governor of Arkansas, but Ferris is the only Democratic schoolmaster elected Governor in a rock-ribbed Republican state, and he was re-elected to the governorship. Two Republican schoolmasters have been elected to the United States Senate from rock-ribbed Republican Ohio, and a Democratic schoolmaster has been elected to the United States Senate from Louisiana, but Ferris is the only Democratic schoolmaster who has been elected to the United States Senate from a great Republican state, and he is the only schoolmaster anywhere elected to both the Governorship and Senatorship. And Ferris has been and is a schoolmaster all the time. On October 23 I found him teaching a class in his institution at Big Rapids, Michigan, the same ardent teacher that he was thirty years ago.

Religious Education

By A. E. WINSHIP

[Convocation Address, School of Religious Education, Boston University.]

Religious education is a recent creation, the most important religious creation since the International Sunday School Lesson movement, and is today the hope of the world so far as religious morale is concerned.

Unless all signs fail the Religious Education Movement is to rescue America through the same kind of fascination as we experienced when the Rotary Club idea came twenty years ago, as we are experiencing in the cross-word puzzle zeal today.

Twenty years ago the first of February there was not a mid-week luncheon club of business and professional men in America. Today it is estimated that a quarter of a million business and professional men meet for a luncheon hour every week. We have been getting ready for this religious devotion as we did for the cross-word puzzle. For twelve years a Boston daily paper had a cross-word puzzle a week because a few persons were crazy over it. All those years I had a neighbor, a fellow church-worker, who amused us by his zest over weekly cross-word puzzles. Once when he got out a "twister" he telegraphed his son in New Hampshire of his achievement. Thus there has been a genuine devotion to religious education. It was not universal, not even very general, but it has come into action with surprisingly fascinating devotion.

Every great advance, industrially, commercially, civically, socially, educationally, and religiously, comes through a great awakening for which no one can adequately account. It is always a creative fascination. There is always the recognition of a great need which nothing functioning can meet. The new creation has something which catches the public attention.

Religious education met the present situation. It scared those who were responsible for the need. The word "education" as a pal of religion was enough to upset all tradition. Those words had never come together before in America and traditional religionists read into that word "education" public school education, and the scare was intensified when it was suggested by the promoters of Religious Education that it might in some mysterious way use the public schools.

Immediately the politically inclined traditionalists of various shades and hues, tints and tones promptly advertised the Religious Educational movement, and the public suddenly awoke to the fact that the traditionalists were not meeting the present need, and from Maine to California, from Florida to Oregon, there is a fascinating awakening of all the people to the possibilities of rescuing religion from its traditional neglect of religious education.

Education has always shocked tradition. It was not Christian tradition that was shocked by astronomical education but tradition of all kinds. Five hundred years before the Christian era it was pronounced blasphemy to say the earth was not the centre of the universe.

It was not the Pope of Rome alone who was outraged by the science of Confucius and Galileo, for Martin Luther called Copernicus a fool. "This fool wishes to reverse the entire service of astronomy, but sacred scripture tells us that Joshua commanded the sun to stand still and not the earth." John Calvin was equally excited over any suggestion that the supremacy of the earth was in jeopardy since the scripture assures us that "The world also is established, that it cannot be moved." Fortuately no harm was done and religious education was in action before the traditionalists awoke to the situation. It was in 1642 that the Old World made Galileo say that the earth was still the centre of the universe, but six years before, in 1636, there was an educational institution established over here on Charles River, and it mattered not what the Old World made Galileo say so long as there was six-year-old scientific freedom in the New World.

Before traditionalists awoke to their danger there was another creation on this side of Charles River and religious education was safely growing in favor everywhere, and religious morale is thrilling America as it has not been thrilled for many years.

All sorts of alignments are coming in consequence of the public disregard of traditional segregations. In Ardmore, Oklahoma, the Sunday School attendance was doubled when all the churches agreed to send busses and automobiles out in the country for several miles every Sunday morning and bring everybody in town to the Sunday School, picking up all creeds and traditions out there and letting them out at all churches in turn, no one ever asking out there where they wanted to get out in town.

In Fargo, North Dakota, they have caught the spirit of the Rotarians and have built up a men's Bible class by having each member as he comes to the church service in the morning, step to the badge board and take a Rotary-like badge with his name on it, pin it on his coat, and take his place in the congregation. If he is not in church his badge with his name is in sight of every one. After church service these men take their place in their

class. They are called by their first name, of course. If a member was absent the Sunday before he rises and tells why he was absent. If one has a friend with him he is introduced Rotarially. I spoke to 105 of those men one Sunday and every one of them had been in church service. And that is a traditional Presbyterian church.

When a father asks boys to go to church and Sunday School with him it is an entirely different affair from what it is when a father stays at home or goes to the golf links and tells his son to go to Sunday School. But Birmingham, Alabama, has the prize, so far as I know, in genuine appreciation of the Religious Education movement. The city board of education has heartily approved the idea of having pupils go to religious service for a half hour each week during school time, and all sects provide teachers for their children. Some principals read the International Sunday School lesson scripture every Monday morning.

The city board of education has provided a small one-room school building for religious headquarters, and the Kiwanians pay the salary of a teacher to preside over headquarters all day every day.

These are mere suggestions of various ways in which religious morale is being promoted. It is an entirely new creation of religious activity when the Rotary Club and the Kiwanis Club are looked to for religious leadership.

The American public school is sure to be the chief community interest. School buildings will not be idle from 100 to 125 days in the year and all but five hours the other days. It will not be a children's building. It will not be a negative influence on character. It will not be chiefly traditional. It will be dynamic. It will promote religious education.

A religion which cannot be trusted to the atmosphere of the American public school must have something in it that is not wholly religious.

What is religious education? What is education? There has never been a definition because there has never been any need of one. Academicians have been splitting hairs over it for amusement.

Religious education makes it of supreme importance that we know what education is as a functioning factor.

Let us create definitions of education and scholarship. Education is learning to learn. Scholarship is learning what some one else has learned. Religious education implies that we learn to be religious and leave it to traditional religious institutions to learn about traditional religion.

This is in keeping with the spirit of the day industrially and commercially. Harvard University is supposed to have declined to appropriate a million dollars for dramatic art, and is suspected of being willing to raise twelve million dollars to promote a real science of agriculture. With her accustomed foresight and vision the university is awake to the fact

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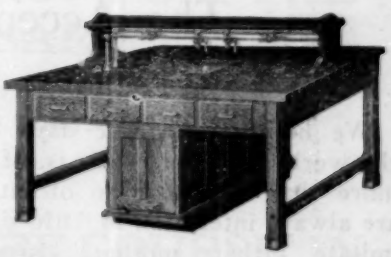

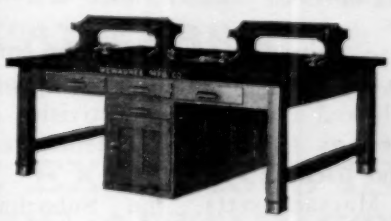

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that agriculture needs to master a real science of agriculture. It is time someone appreciated that need.

It is scarcely three years since anyone realized that some soils suffer from too much nitrogen as others do from too little. No one was even curious about that until in vast areas where sugar beets grow mammothly they could not sell the beets because of lack of sugar content. Because they raised beets for sugar content they turned the best brains of America upon the problem and learned many things that are revolutionary. Let us hope that Harvard University is really intent upon realizing that university curricula and life are to be judged by the character as well as intellectual content and not by traditional luxuriance.

Religious education proposes to know where there is need of less tradition and where there is need of more religious life.

Religious education recognizes that religious morale is a new religious universe. Harlow Shapley, director of Harvard Observatory, has attracted high scientific fame by discovering another universe beyond this one, by realizing that when the Psalmist said "The Heavens declare the glory of God," he referred to this universe and when he added, "and the firmament showeth His handiwork" he referred to the new universe that Dr. Shapley has discovered. Religious education is the new religious universe.

The fabulous power of gasoline was of no avail for automobiles or airplane until an electric spark would explode the mixture of gas and air in the cylinder.

Religious education is the spark plug that will release the miraculous power of faith of all people, high and low, rich and poor, Jew and Gentile, Catholic and Protestant, Fundamentalist and Scientist—a stranger mixture than the gasoline and air in the cylinder of the motor.

The Acceptance and Use of Opportunity

By ROSE A. YEOMANS
Revere, Mass.

We hear much these days of "motivating" the work in school. This is, of course, nothing more than the doctrine of interest. Children are always interested in "life situations." They imitate father, mother, sister, brother and older playmates.

Many of these "situations" are easily connected up with school work or rather school work may be linked up with life activities if the opportunities, as they present themselves, are accepted and used.

In Revere, Massachusetts, the Suburban Gas and Electric Company announced a lecture and demonstration of the prone pressure method of resuscitation, for their employees. The public was cordially invited. The superintendent of schools, always on the alert for educational opportunities, notified the principals of the lecture, and suggested that they attend if convenient.

One principal asked to take a committee of pupils to report back the main features of the lecture to their classmates. Three boys were sent by their classmates. By request the demonstrator gave a few minutes' time to the young reporters, who told him they would like to go through the process under his supervision, so they would be sure to get it just right. One boy acted the part of the victim of drowning, or gas asphyxiation, or electric shock, the other two boys doing the work of reviving. On returning to school each boy made a report before a class. This was followed by a socialized period—questions and discussion, in which the principal points in a socialized recitation had to be observed: (1) Be brief; (2) stick to the point; (3) give reasons.

The boys were notified that they might take full charge of the assembly period the next Friday morning.

In the audience that morning was a member of the staff on a class paper, The Paul Revere Messenger, who asked for a condensed report of the lecture with illustrations if possible. One of the girls took pictures showing points in the demonstration and these were sent with the article. These pupils did this revising and condensing in school time (English period), and this constituted their work in English while engaged upon it. The report, as it appeared in the school paper, follows:—

THE PRONE PRESSURE METHOD OF ARTIFICIAL RESPIRATION

[Reported by John Gough, Franklin Ricker, Herbert O'Connell, First Year Junior High Pupils.]

On March 3, 1925, we attended a demonstration of the prone pressure method of artificial respiration. In 1902 the Sylvester method was discovered. By this method the air was pumped in and out of the lungs.

Shafter discovered another method of artificial respiration in 1909. He was knighted later.

Shafter, then a professor in Edinburgh University, tried to interest this country in artificial respiration, but failed.

In 1911 the National Electric Company became alarmed at the increasing number of deaths from electricity. They looked for the best method of artificial respiration. They decided on the prone pressure method, and taught it to their employees.

In 1912 this method was put in practice.

In 1922, in this company, four men were victims of electric shock. All of them are now alive. In 1923 two men were victims. One died and one lived. In 1924 nobody was electrocuted by accident.

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The following is the method: The victim of either drowning or gas, or electric shocks should be in open air, or, if too cold or raining hard, taken into a house with open windows and doors. Do not let people crowd around.

Don't stop to unbutton collar, if it is a man, rip it off and loosen his belt so as to let him breathe freely. If it is a woman, who has corsets on, take a knife and slit them up the back.

Turn the person over. Put his left hand, bended, with his head on it. His face should be sideways, with right arm extended. Before you turn the man over, if you can open his jaws, wrap your handkerchief over your forefinger, put your finger in the back of his mouth and sweep towards the front, cleaning out all foreign material.

There are only three people needed to perform this, one rubbing the man's legs toward the heart, another rubbing his arm toward the heart, and a third to operate.

The operator kneels astride of the person's knees, just below hip pockets, feels along the back until he comes to the two lower ribs, places his hands there, swings his body forward, putting his full weight on the other body. When you press your hands on the back, keep the rhythm by saying: "Out goes the water," and when you bring your hands in say: "In goes the air."

Try not to waste your energy when you pull your arms back. Do not throw them away altogether. Leave your fingers lying lightly on the body so you will have a support, for if you pull your hands away altogether you will fall on top of the person, knocking your wind out of you and making yourself tired.

Never waste a moment to begin work, because while there is color, there is hope.

Have patience, because in some cases it will take half an hour and in others more. When you see the person beginning to breathe, do not stop right away, because the person will lose his breath and you will have to start all over again.

When the ambulance or fire truck comes, put the man in, and lay him in the same position as he was on the ground, and work on him until you come to his home or the hospital. When you get there, put him to bed with a pillow under his head. If a small pillow cannot be had, use none. Open windows, and cover the person up. When the person opens his eyes, keep him as quiet as possible and apply hot applications to his body.

When you come across a person on a live wire take off your coat, wrap it around your hand and pull him off without touching any metallic thing on his body.

The above report is respectfully submitted. We feel very grateful for the opportunity afforded us by the Suburban Gas and Electric Company.

Raising Scholarship

By HAYDN S. PEARSON
Durham, New Hampshire

I am a senior in an average-sized state university. Since my freshman days of verdant unsophistication I have listened to those whom we classify as educators agitate for higher scholarship achievements. They seem to believe that raising the standard in this respect will solve the educational problems of the age.

But so far, all those who advocate this are planning to accomplish it in one way. They will pile more work on the students, give longer assignments, more library reference work, and longer themes to write.

From the average student's view this is wrong. From the view of a senior who hopes to teach, it is wrong.

The only way to really raise the standard of scholarship is through the medium of better teaching. Anyone can give long assignments, and require a great deal of work; but that does not mean that the work will be well done.

It takes a real teacher to explain relationships between facts of the past and the happenings of the present. It requires true teaching ability to show the average class the heart of the matter it is studying, so that its essence is absorbed into the pupil's life.

It seems to me as I have listened to speeches and read articles by different educators that the method of giving more work is just another example of the great American sport of passing the buck.

They put the burden of proof on the pupil, instead of shouldering the responsibility themselves.

We all who are interested in education will admit the need of raising the average standard of scholarship.

Today the college graduates are a standardized product turned out like toothpicks or soap.

If scholarship is to be raised, there must be a chance for the individual to express himself. As it is now, individualism is repressed in the mass method of learning.

As students, we do not get a chance to think. Without smaller classes, and less crowded conditions, it may not be possible for the individual to get the opportunity to do this. But scholarship can never be raised except through the sort of teaching that inspires individualistic work.

High scholarship is an individualistic affair, not typical of the mass system.

It's a rare pleasure to get into a class where the teacher lets me at least try to think, and acts more as guide and friend than one who is imparting the spirit of wisdom wholesale.

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NATIONS AND NEIGHBORS. A Textbook in Geography for Junior High Schools and for Classes of Corresponding Grades. By Leonard O. Packard, Teachers College of the City of Boston, and Charles P. Sinnott, State Normal School, Bridgewater. New York: The Macmillan Company.

This is a remarkable book from every point of view. We know of no way in which we can adequately impress our readers with its importance. It is masterful in every way. It makes all the past of America and of all of her neighbors connect up with today. It makes the interest of all peoples connect up with our own people. We have known no book that interchanges the progress of all peoples with the progress of our own people and at the same time blends the past and present so vitally as is done here.

And the illustrations are as remarkable as any feature of the book. The size of the page, 6 by 10 inches, adds immensely to the effect of the maps and illustrations. It is safe to say that the illustrative effect is several times as impressive as it could be in a page of ordinary size.

In every case the early activity and the present achievement are on opposite pages, which, because of the size of the pictures, is positively brilliant. For instance, a picture of a large sailing vessel of 1785 is opposite one of the big ocean liners of today, and an ox-drawn prairie schooner —Conestoga waggon—and the first steam passenger train are opposite a Twentieth Century Limited.

Another highly important feature of this Packard-Sinnott book is the fact that all information is based on statements verified since 1920.

We have not met one estimate of the value of this book even remotely, and no one could do it justice in limited space.

THE TEACHERS' BOOK. Music Educational Series. By Thaddeus P. Giddings, Minneapolis; Will Earhart, Pittsburgh; Ralph L. Baldwin, Hartford; Elbridge W. Newton, managing editor. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Getting Messrs. Giddings, Earhart, Baldwin and Newton into one musical editorial family is of itself a notable achievement, and to have these four famous masters in public school music, the three of whom have made Minneapolis, Pittsburgh, and Hartford world famous in musical achievement in public school functioning, write a Teachers' Book on teaching music is an undertaking worth the highest aspiration of even so skilful a bookmaker as Elbridge W. Newton, the musical chieftain of Ginn and Company. The audacity of such an attempt challenges the admiration of those of us who have known the theories and practices of Giddings, Earhart and Baldwin for a quarter of a century.

All of this would have been impossible had Mr. Newton had any thought of confining the principles and practices to their application of his widely used "Music Education Series," but he disarms criticism at once by saying that they have made a book for teachers of any series of textbooks. It emphasizes the aims and the methods to be followed, and then leaves it to the class teacher to make *music a definite factor in education*. The general principles of applied pedagogy govern the teaching of music as completely as they govern the teaching of other subjects, and any class teacher guided by these principles is able to teach music successfully.

The great service which these four leaders in public school music have rendered is to magnify the fact that public school music is just as much a part of the *education system* as arithmetic, that a superintendent has just as much responsibility for the success of the work in music as in language. That the superintendent can no more turn the music course over to a supervisor and give it no further thought than he can select a series of school readers and keep no track of the results in any or all grades.

The aim of school music is democratic. The goal is not so much the stimulation of the gifted as it is the musical culture of the average boy and girl. The primal purpose is to develop a desire for music, and at the same time to cultivate a knowledge of music.

The first consideration in all music work in the schools is the child: his mental and emotional condition, his tendencies and possibilities for absorbing music. There is a way to teach music to children in the schools, a way which emphasizes the mission of music as a potent force in its power to soothe and heal, to inspire and stimulate.

As a means to this voice cultivation, all songs need to be presented within the proper vocal compass, so that all vocal strain may be eliminated and natural voice production may be fostered. Music appreciation may be really estimated as the ultimate objective of all music education in school. Whether in chorus or glee club, orchestra or instrumental class, it is an accepted fact that pupils should be *taught to listen as well as to perform*. They need to be taught *how* to listen in order that true appreciation may result. Music appreciation is an integral part of any scheme of music education in any school system. It should unfold normally from the book regularly used in the singing period. It need not be *music appreciation* in the abstract; there need be no attempt to put into the minds of the pupils something that is not there. Music appreciation should mean the cultivation of something that already exists, and the seed is found in the inherent beauty of the songs used in the daily lesson.

One highly attractive feature of the Giddings, Earhart, Baldwin, Newton "Teachers' Book" is the explicit help for the work in every grade. There is at all times attention to the science of music and the art of appreciation and expression in music.

AN INTRODUCTION TO PUBLIC SCHOOL FINANCE. By Benjamin Floyd Pittenger, University of Texas. Cloth. 375 pages. Boston, New York, Chicago, San Francisco: Houghton Mifflin Company.

Every phase of public affairs that involves taxes, and the public schools are a large factor in public taxation, hinges largely upon the mastering of the principles of finance. Strange as it must seem little attention has been given to this subject in courses in education in professional institutions until recently, and Professor Pittenger has written one of the first texts which is a scientific masterpiece, complete in its range and intensified in its presentations.

While there has been an abundance, almost a superabundance of statistics, they have been so numerous, so scattered in bulletins, reports, surveys and other documents, many of them of a propaganda nature, that they have not been available for economic use.

Dr. Ellwood P. Cubberley, editor of the series in which Professor Pittenger's book appears, has rendered the cause of public education inestimable service in securing a manuscript so broad in vision, so reliable in figures, so direct in presentation.

ANGLO-NORMAN LANGUAGE AND LITERATURE. By Johan Vising, Professor of Romance Languages in the University of Göteborg. Cloth. 111 pages. New York : Oxford University Press, American Branch.

The contributions of Scandinavian scholars to the study of Romance languages, not to mention English and general linguistics, have been of prime importance. We need mention only the names of Otto Jespersen and Kristoffer Nyrop to demonstrate this fact. Now comes Professor Johan Vising to crown a lifetime of research in such problems with this concise and useful manual of Anglo-Norman language and literature. As the author points out, it has been customary to consider Anglo-Norman "either as a part of English language and literature or as an appendix to French grammar and literary history." This book attempts to set it up as an independent subject. For the philologist and medievalist, whether interested primarily in Romance or in English, the book will serve as a compact and convenient bringing together of basic material hitherto widely scattered and insufficiently emphasized; while libraries, school and college as well as public, will find it a useful addition to their reference shelves.

Professor Vising opens with a sketch of the development of the Anglo-Norman language which is followed by a scholarly analysis of the language in its phonological, morphological, syntactical and semantic aspects. Then comes a general outline of Anglo-Norman literature, followed by an extensive detailed catalogue of Anglo-Norman works from the 12th to the end of the 15th century, arranged by periods and genres, with references to editions and discussions. A chapter on Anglo-Norman versification, a list of manuscripts available in England, France, and elsewhere, and an index complete the book. The volume is a most creditable addition to "The World's Manuals."

THE HOME AND SCHOOL IDEA IN EDUCATION. By Raymond E. Manchester. Introduction by Dr. John E. McGilvrey, president State College, Kent, Ohio. George Banta, Publisher, Menasha, Wisconsin.

Professor Manchester of State College, Kent, Ohio, is exceptionally virile in thinking, sane in his pedagogy, clear in statements, and he does well to issue in a free and easy style a presentation of the taxpayer's wish that children be healthy and good and good for something. He indicates in a wholesome way what the public schools should do to have children demonstrate that taxpayers' money is well invested. Professor Manchester gives the taxpayers and the school officials at the same time what the man on the street calls "straight goods." He makes the taxpayer realize his opportunity and the teacher realize his responsibility. He short-circuits a lot of psychology, cutting across weak places to more important strong currents.

His quotation from the Cleveland Plain Dealer is a sample of his vigorous backing of his attacks upon those who are "sitting on the tail of progress and shouting whoa."

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"Then the medical men declared it a menace to health. In 1843, Philadelphia tried to prohibit bathing between November 1 and March 15 by ordinance. In 1845 Boston made bathing unlawful except when prescribed by a physician."

Here is a sample of Professor Manchester's sentences: "The teacher is a leader of all human-kind. His is the enthusiasm that leavens human thought and his is the optimism that strengthens those in despair."

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TREND OF THE TIMES

Railroad Workers Want Higher Wages

A movement is under way among the railroad brotherhoods to demand an increase of wages to the level of war-time. Western chairmen of the conductors' and trainmen's organizations have approved proposals calling for a $25,000,000 rise in wages. Eastern and Southern committees are expected to concur, and the terms are likely to be laid before the railroad companies within the next few weeks.

Uncle Sam Plans Drastic Tax Cuts

The House ways and means committee has agreed upon some of the income tax reductions which it will recommend to Congress. The plan is expected to eliminate about a million of the "little fellows" from the federal tax list entirely. Unmarried persons are to enjoy an exemption of $1,500, in place of $1,000 as now. Married couples will be exempted to the extent of $3,500, instead of the present $2,000. The exemption of $400 for each dependent will remain unchanged, save for a raising of the age limit to twenty-one years in the case of dependents attending school.

A general lowering of the tax rates on all incomes has been scheduled, culminating in a maximum surtax of 20 per cent. in lieu of the 40 per cent. now required. The various changes are expected to lessen Uncle Sam's income by about $200,000,000—and he may consent to the loss of twice that sum before he gets through with this year's tax tinkering.

Boston Elects Mayor and School Committee

Boston, which has no primary election, found itself with ten candidates on the ballot for mayor, and elected Malcolm E. Nichols, a Republican, though the city is preponderantly Democratic. Nichols' plurality over Theodore A. Glynn, the nearest competitor and Mayor Curley's candidate, was 21,790 votes. The Democrats had seven candidates in the field, the Republicans three. Nichols, the mayor-elect, was U. S. Collector of Internal Revenue for Boston until he resigned to run for mayor. He worked his way through Harvard College, and was graduated in the class of 1899.

Efforts will undoubtedly be made to obtain from the legislature such changes in the Boston charter as shall limit the number of candidates for mayor.

Boston also elected an entire school committee of five members, the two having the largest vote to serve four years, the other three to serve two years. There were fifteen candidates. Those elected were: Edward M. Sullivan and Mrs. Jennie L. Barron, each for four years, and Dr. Frederick L. Bogan, William G. O'Hare and Francis C. Gray, each for two years. Dr. Bogan is the present chairman. Messrs. Sullivan and O'Hare are likewise members of the present board.

New Jersey Chooses "Wet" Governor

New Jersey elected A. Harry Moore, a "wet" Democrat, for Governor. His Republican opponent was State Senator Arthur Whitney, who ran on a "dry" platform.

Tammany Victory Boosts "Al" Smith

Many municipal elections were held in November, the greatest interest naturally attaching to that of New York City. The Tammany candidate, State Senator James J. Walker, was elected mayor of New York by about 400,000 plurality over his Republican rival, Frank D. Waterman. This result was a triumph for Governor "Al" Smith, by whose vigorous efforts Mayor Hylan had been defeated for renomination and Walker named in his stead. Various amendments to the state constitution which were favored by Governor Smith were accepted by the voters, the ballots of New York City overbalancing the opposition manifested in up-state districts. Smith's $100,000,000 "blank check" proposal for state financing won the endorsement of the citizens. All of which makes "Al" Smith more of a national figure than ever.

Long Arctic Night Sets In

Reports from Longyear City, Svalbard, Norway, state that the Arctic night has settled over these desolate regions and not a glimmer of sunlight will be seen again until the end of April. The winter in Spitzbergen will be unusually quiet. Most of the coal mining settlements are virtually deserted as the prevailing low prices for coal make imperative restrictions on the output. A few men remain as watchmen over the various mines. A suggestion to adapt Amundsen's remaining polar plane for conveying mail and occasional passengers to and from Spitzbergen has been rejected by the Norwegian government on the score of expense.

Plan "Sky Cop" for Stunt Flyers

A traffic cop in the sky to guard crowds from stunt flyers is planned by Police Chief Mogan A. Collins of Chicago. He is to ask the city to provide the Police Department with a small pursuit plane, equipped with repeating rifle and powerful searchlights. The chief's move came after he attended a football game recently in Chicago and saw a stunt aviator hovering less than 1,000 feet over 40,000 spectators.

Money Circulation Hits High Mark

The American people generally are demanding more and more money, and the circulation of currency in the United States now has reached the highest point for any peace time in history. Figures made public by the Treasury showed the circulation on October 1 was $4,827,005,344, an amount exceeded only on November 1, 1920, when post-war conditions sent it to $5,628,427,732. An important feature of the present demand is for dollar bills, but the call for other bills of small denomination, notably fives, also has increased. The circulation of $1 bills has increased forty millions in the last six months.

Federal Control of Automobiles Urged

The need of some government policy for the regulation of interstate motor transportation was stressed by William D. Ainey, president of the National Association of Railroad and Utility Commissioners, in an address before the association's annual meeting in Washington, D. C. Ainey, who is chairman of the Pennsylvania public service commission, told the gathering of public utility commissioners from forty-seven states that the Supreme Court decisions holding the states to be without authority to regulate such motor traffic had raised a problem that must be faced before it becomes more acute. He believed that state agencies should regulate motor transportation in its interstate aspects under delegated federal authority.

Eight Months' Trip for Two Minutes' Work

An eight months' expedition half way around the world for two minutes of actual work will be the experience of a party from the United States Naval Observatory, Washington, D. C., that has left to observe the total eclipse of the sun in January, 1926, at Sumatra, in the Dutch East Indies. British, German and French parties also will be at Sumatra, as well as a party from Swarthmore College. The Italians will have an observation party in Eastern Africa. Motion pictures and color plates of the eclipse will be made. Special attention will be given to the sun's gases, which scientists say extend as far as 2,000,000 miles from the sun's rim when the moon blots out its face.

Prince of Wales Hailed as Salesman

S. Heckstall-Smith, secretary of the Anglo-South American Association, conferred upon the Prince of Wales the title of "The greatest salesman Great Britain ever had." He declared that as a result of the Prince's visit, Great Britain was getting back much of the cotton and woolen business lost to the United States during the war, and that contracts, some involving several millions of pounds sterling annually for several years, had come to Great Britain from the Argentine and Chile. No drummer, he said, could have stimulated orders as the Prince has done, and the next twelve months, he asserted, would show an increase of from 15 to 30 per cent. in the South American trade.

No Bobs for Geisha Girls

Japanese fashions are set by the geisha girls. The cut of the kimono and the arrangement of the coiffure follow their dictates. There has been a noticeable trend toward Occidental styles. Short skirts and bobbed locks, however, will not be permitted by the powers that rule the geisha industry. Every Occidental kind of coiffure was prohibited after September 1. This regulation also applies to the dress.

Nobel Prizes to Reach Great Total

Prizes of about $4,000,000 given to 125 winners will be the record of the Nobel Foundation on the occasion of its twenty-fifth annual awarding of prizes at the end of this year. Funds of the foundation now amount to slightly over $8,000,000 and the prizes to be given this year will be about $31,000 each. Of the prizes awarded during the years 1901-1924, nine have gone to America and seven to Sweden. Germany tops the list with twenty-six prizes, closely followed by France with twenty-one and England with fourteen awards.

Forty-two Industries Show Higher Pay

In forty-two of fifty-two important industries wages have recently increased, while in nine they decreased and one stood still, according to the Department of Labor. Forty of fifty-two industries show increased employment in July, 1925, as compared with July, 1924, and forty-one industries show gains in employes' earnings. Wages of women in some instances during recent months show larger increases than those of men.

Production Record Broken in New York

New York City made a new record for industrial production in 1923, according to figures just received by the Merchants' Association from the United States Census Bureau. Total production amounted to $5,349,077,000, a billion dollars above 1921 and $100,000,000 over the 1919 figure. Production for 1923 equalled 8.8 per cent of the total for the United States.

Open Airplane Service Stations

Simultaneously with the receipt of reports from New York that airplanes have been placed on sale in a leading department store, the De Haviland Company in London announced a new departure in civilian flying. This concern has opened several stations for private owners of "June bugs" or other light planes. These stations will be operated along the same lines as service stations for automobiles. There is already established an airplane garage at Stag Lane, where quarters are available with ordinary service at an inclusive fee of 15 shillings (about $3.70) a week.

Booth and Jones Win Hall of Fame

To the list of sixty-three names of great American men and women who are commemorated on bronze tablets in the Hall of Fame at New York University, will be added those of Edwin Booth, actor, and John Paul Jones, sea warrior. The nominations of Booth and Jones need only the formality of a vote of approval by the Senate of New York University before their names join the others in the Hall of Fame. Their nomination marks the sixth nomination to the Hall of Fame, conducted every five years.

Hospital in Paris to Aid Americans

In the future when a Paris taxicab runs down an unsuspecting American he will wake up (if alive) in the American Hospital at Neuilly and not in some French institution. At least, that is the plan of Dr. Edmund L. Gros, chief of staff of the American Hospital in Paris. Through steamship companies, tourist agencies and banks in this country the hospital will distribute identification cards with directions, in both French and English, how to reach the hospital. The American Hospital, incorporated by act of Congress in 1913, is exempt from French taxation and is permitted to fly the American flag above its roof. A new building costing $1,000,000 is nearing completion and is entirely paid for by subscriptions from Americans in all parts of the world.

American Marine Shows Growth

The number of privately owned American vessels engaged in overseas foreign trade increased from 117 to 134 during the quarter ending September 13, according to the Bureau of Research, Shipping Board. During the same period the number of American vessels engaged in coastwise trade increased from 671 to 683. In consequence of depression in the Mexican trade eleven general cargo ships and twenty-three tankers have been withdrawn from that service.

Alaska supplies more tin than all the rest of the United States.

Sea divers, working in certain tropical waters, fear the giant clams even more than the sharks, it is said.

A French psychiatrist urges the cross-word puzzle as a cure for neurasthenia

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EDUCATION IN ACTION

Aids for Teachers of Current Events

In order to help teachers of history and civics throughout the country the Citizenship Training Association announces the establishment of a special department to provide best methods in teaching current events, concrete suggestions in handling this subject and best practices found throughout the country. Reginald Stevens Kimball, formerly professor and head of the history department of the State Normal School at Worcester, Massachusetts, has been secured to direct this activity. The association will provide a definite methods course in current events, plans for teaching the Constitution, the teaching of which is now required by law in thirty-eight states, and give devices for making the teaching of current events most effective. Newspapers have frequently criticised the schools because of the lack of serious study of the subject of current events in American institutions of learning. It is the purpose of this organization to help teachers overcome the difficulties now encountered in this subject.

Teachers are invited to make use of the facilities of the Citizenship Training Association both by asking for suggestions in teaching current problems and by reporting devices which they may have found helpful. These reports will be passed on to other teachers throughout the country. Requests for suggestions should be addressed to Reginald Stevens Kimball, 301 Parkview Building, Columbus, Ohio.

Prussia Would Teach Dawes Plan in Schools

Special courses of instruction on the Dawes reparations plan, the treaty of Versailles, and war guilt may be introduced in the public and high schools of Prussia in the near future. The German Nationalists are behind the movement and have introduced a motion in the Prussian Diet.

Normal Art School Offers Esperanto

The Massachusetts Normal Art School, Boston, opened a class in Esperanto on October 29. The fee is $3 for ten lessons. Ernest F. Dow is instructor. Esperanto—"The Concentrated Essence of All Languages"—gives one a better understanding of his mother tongue, and to the student of a foreign language offers a stepping stone from the idioms of his native language to those of the new one. Radio listeners will find this course of great assistance, since Esperanto has been adopted as the official international language of the American Radio Relay League, and is to be used in broadcasting by European stations in the near future.

Endows Another College for Women

Announcement of an additional gift of $500,000 in securities to be used by Pomona College in the establishment of a Scripps College for women, was made recently by Miss Ellen Scripps in Los Angeles. A gift of $250,000 for the same purpose had previously been made. The women's college, according to plans, will be located in Claremont, Cal., where Pomona College is centred. Miss Scripps, several months ago, purchased the Marcus E. Jones Herbarium, which was added to the large collection of southwest plants already on permanent exhibit at Pomona College.

Rotarians Beaten In Math Competition

Rotarians and Kiwanians are better at addition, but poorer at multiplication than boys and girls in the eighth grade, according to an investigation by Clifford Woody of the University of Michigan, reported by the Department of Superintendence of the National Education Association. The tests were the standard tests of Stuart Courtis. The pupils excelled the Rotarians and Kiwanians by ten points in multiplication, but fell down by six points in addition. The logical conclusion is that the pupils made a better showing than their elders.

University of Texas Aided by Oil

With the receipt of $124,000 from the Big Lake Oil Company and $104,000 from the Texon Oil Company, as royalties on their oil production for the month of September from wells upon land owned by the University of Texas, in Reagan County, the total amount of royalties received by that institution from the two companies was increased to approximately $1,650,000.

Uniformity Held Foe of Education

Addressing the alumni of Queen's University in Montreal, Professor Stephen Leacock drew attention to the dangers of overstandardization of education. He said that there is a tendency today to reduce everything to a standard or a pattern, which is admirable in the industrial world only. Standardization of the brain is dangerous, for it does not do to have every school like every other school, every college like every other college, he added. Even as it is, he stated, students are running to a type, wearing the same kind of raincoats, reading the same number of pages at the same time, writing down the same notes and learning by heart the same opinions of the same professor. In the United States education is being poured into a mould, there being standardized textbooks, standardized methods and, in the State of Tennessee, at least, a standardization of God Almighty, he asserted. In conclusion he said that all such nonsense should come to an end, since education needs freedom, variety, elbow room.

Rare Books Loaned Assumption

Assumption College, Worcester, Mass., has received the three thousand-volume Mallet library on French activities in the United States before and after the founding of the Republic, one of the most extensive and valuable libraries of its kind in the world. Major Joseph N. Mallet, historian on French and Indian affairs, gathered the books. These were bought from Mallet's heirs by L'Union St. Jean Baptist Society, which voted to loan them to Assumption College.

Predicts Portuguese Coming Language

That the study of the Portuguese language may soon become an integral part of the majority of the college and university curriculums, is the opinion of Maro Beath Jones, nationally known authority on the Portuguese people and their language, and professor at Pomona College in Claremont, Calif. Professor Jones believes that the development in America of the Portuguese language and literature is in line with the broadening linguistic movement now evident in American institutions of higher education.

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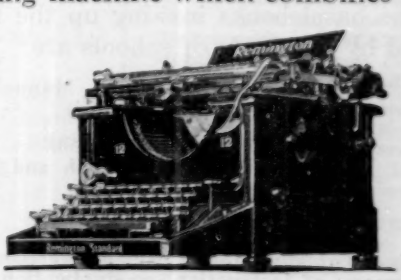

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English-French Teacher Exchange

A number of English and French teachers of secondary schools will change places this fall for one year, each taking over, as far as possible, the entire work of the other. An English teacher, to be eligible for this assignment, must be twenty-five years of age or over, a graduate of a British university, and must have been an instructor for at least two years in a secondary school in England or Wales, with experience in teaching French.

Cornell Accepts 500 by Selective Method

Under the new system of selection of students put into effect this fall in the College of Arts and Sciences at Cornell University, questionnaires were sent to more than 1,000 applicants; 750 actual applications were considered; 500 accepted and 455 of these were finally registered as students in the college. A faculty committee, composed of Dean R. M. Ogden, Secretary C. W. Smith, and Professor W. B. Carver, set out first to get information regarding the applicant's scholastic standing, in addition to that furnished by his marks. To this end questionnaires were sent to both the applicant and the principal of his school. In order to obtain some idea of the probable personality of the student, questions were asked concerning his participation in athletics and outside activities, his home environment, his father's occupation, education and so on.

Economy Closes Comenius Institute

Comenius Institute of Pedagogy at Prague was closed June 30 by the Czechoslovakia Ministry of Education. The institute was the source of considerable expense, and even more was demanded for the fulfillment of its aims. The Ministry of Education was unable to satisfy its demands and, being urged to economy by the Ministry of Finance, consented to discontinue the institute.

Newport, R. I., School Purchases Tract of Land

St. George's School has purchased Sachuest Point, a tract of 250 acres, from the Rhode Island Estates Corporation for a price said to be about $100,000. The purchase of the land near the school was made possible through friends of the school, including another substantial gift of Vincent Astor, who recently gave $250,000 for the erection of Diman Hall. Headmaster Cabot of St. George's stated that the reason for the purchase was to prevent the contemplated development of the property into numerous small home and camp sites.

High School Students Face Goitre Test

More than 15,000 high school students in sixty communities in Massachusetts will be examined for endemic goitre by Dr. Robert Olerson, thyroid gland specialist, and members of the Massachusetts department of health. Believing that endemic goitre, if it exists in Massachusetts in any degree, will be found in high school children, Dr. Olerson and his staff will examine the necks of school pupils. It is said that the high school age is a period of life when goitre is likely to be present.

Students Take Social Test

Some 1,200 freshmen of George Washington University have been put through a test of their "social" intelligence, as a partial guide to the selection of the most useful course of studies. The test was designed to foretell the practical capacity of a student to get along in the world by being a "good mixer" and understanding his fellowman.

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GRINS BETWEEN GRINDS

A Coincidence

"William," asked the teacher of a rosy-faced lad, "can you tell me who George Washington was?"

"Yes, ma'am," was the quick reply. "He was an American Gen'ral."

"Quite right," replied the teacher. "And now, can you tell us what George Washington was remarkable for?"

"Yes, ma'am," replied the little boy. "He was remarkable because he was an American and told the truth."—Tit-Bits.

A Mixed Prayer

Tommy had been playing till he was very tired and did not feel inclined to say his prayers, but his mother insisted. So Tommy began:—

"Now I lay me down to sleep,
I pray the Lord my soul to keep."

"If," prompted the mother.

Tommy, sleepily:—

"If he hollers, let him go,
Eney, meeny, miny, mo."

Especially Now

Mrs. Benks—"I always have a little siesta after lunch, and find it so refreshing."

Mrs. Prim—"So I've heard, but my husband would never allow a drop of anything like that in the house."—Stray Stories.

Teacher—"Johnny, can you tell me what they raise in Mexico?"

Johnny—"I know what you want me to say, ma'am, but ma told me not to talk rough."—American Legion Weekly.

Young America

When Freddy came home from school he was crying. "Teacher whipped me because I was the only one who could answer a question she asked the class," he wailed.

Freddy's mother was both astounded and angry. "I'll see the teacher about that! What was the question she asked you?"

"She wanted to know who put the glue in her ink bottle."—Boston Herald.

Bath Night

Pat was helping the gardener on a gentleman's place and, observing a shallow stone basin containing water, he inquired what it was for.

"That," said the gardener, "is a bird bath."

"Don't ye be foolin' me," grinned Pat. "What is it?"

"A bird bath, I tell you. Why do you doubt it?"

"Because I don't belave there's a burrd alive that can tell Saturday night from any other."—Boston Transcript.

A Good Substitute

Teacher—"Hawkins, what is a synonym?"

Billy—"Please, sir, it's a word you use in place of another, when you cannot spell the other."—Science and Invention.

Tail Tales

"O mother," said little Jane, running into the house, "teacher says I must get a new reader."

"All right, my child," said the mother. "Did the teacher tell you the name of the book?"

"Oh, yes," replied Jane. "It's Mary's Little Lamb's Tails, by Shakespeare."—School Topics.

Auto Intoxication

"You discharged your new salesman?"

"Yes. He's not suited for the automobile business."

"How's that?"

"He tried to sell a $7,000 car to a school teacher."—Birmingham Age-Herald.

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It is interesting to note the number of states that have begun the work in ARLO READERS during the past year, and to see how widely scattered they are. North Carolina, Louisiana, Arkansas, Montana, and Iowa are some in the list.

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Jointly to Study World Questions

By use of a grant from the Laura Spelman Rockefeller memorial, a bureau of international research has been established at Harvard and Radcliffe, in charge of a joint committee of which George G. Wilson, professor of international law at Harvard, is chairman. The work will be carried on jointly by staff members of both institutions. The following subjects for research, already undertaken or arranged, suggest the type and scope of problems to be considered: Comparisons of decisions of national courts where international questions are involved; jurisdiction over coastal waters; allocations of public debts and other obligations in case of partition or cession of territories; Latin-American relations; the institution and operation of plebiscites; the native African under self-government, and colonial administration and mandates.

California Parents Co-operating

California has a larger membership than any other state in the National Congress of Parents and Teachers—129,212 out of a total membership of 875,000. One hundred and ninety-three new local associations were organized in the state this year.

MEETINGS TO BE HELD

NOVEMBER

14: New England High School Commercial Teachers Association, School of Practical Arts and Letters, Boston University. President, Katherine W. Ross, Boston Clerical School. Secretary, W. O. Holden.

19-20-21: Arizona Education Association at Tucson.

23-24-25: At Flagstaff.

23-24-25: At Globe.

23-24-25: At Phoenix.

20-23: Missouri Society of Teachers of History and Government, St. Louis. T. M. Marshall, Washington University, St. Louis, Mo.

23-24: New York State Teachers Association, Syracuse. Theodore Zornow, Madison Junior High School, Rochester, N. Y.

23-25: South Dakota Education Association, Mitchell. C. S. Hall, Bellefourche, S. D.

24: Southern Industrial Education Association, Washington, D. C. Laurence R. Lee, 1228 Connecticut avenue, Washington, D. C.

24-25: Public School Trustees' Association of Virginia, Richmond. E. G. McGehee, Charlotte, Va.

25-29: Virginia English Teachers' Association, Norfolk. H. A. Miller, Junior Night School, Petersburg, Va.

26-28: National Council of Teachers of English, Chicago, Illinois. F. W. Gosling, Superintendent of Schools, Madison, Wis.

26-28: Texas State Teachers Association (colored), Dallas. H. B. Pemberton, Marshall, Texas.

27-28: Maryland State Teachers Association, Baltimore. M. S. H. Unger, Westminster, Md.

27-28: Central Association of Science and Mathematics Teachers, Chicago, Ill. Elliot R. Downing, University of Chicago, Chicago, Ill.

27-28: Association of Colleges and Preparatory Schools of the Middle States and Maryland, Columbia University, New York City. F. C. Ferry, Hamilton College, Clinton, N. Y.

28: Association of Modern Language Teachers of the Middle States and Maryland, Columbia University, New York City. Elsie I. Jamieson, Kensington High School, Philadelphia, Pa.

DECEMBER

1-4: Association of Colleges and Secondary Schools of the Southern States, Charleston, South Carolina. W. D. Hooper, University of Georgia, Athens, Ga.

14-18: California Teachers Association, Southern Section, Los Angeles. Claude W. Sandifur, Box 108, E. Third street, Lankershim, Calif.

27: American Historical Association, Ann Arbor, Michigan.

28-29: American Association of University Professors, Chicago, Ill. Professor H. W. Tyler, Massachusetts Institute of Technology, Cambridge, Mass.

28-29: American Association of Teachers of Spanish, Columbus, Ohio. William M. Barlow, 302 Stanley avenue, Tompkinsville, New York.

28-29: American Nature-Study Association, Kansas City, Missouri. M. R. VanCleve, Board of Education, Toledo, Ohio.

29-30: American Linguistic Society, Chicago, Illinois. Professor Roland G. Kent, University of Pennsylvania, Philadelphia, Pa.

28-30: Illinois State Teachers Association, Springfield. E. C. Fisher, Superintendent of Schools, Peoria, Ill.

28-30: American Psychological Association, Ithaca, N. Y.

29-31: The Pennsylvania State Education Association, Scranton, President, Miss Jessie Gray, Philadelphia.

29-31: Florida Education Association, Jacksonville. Joseph Roenur, Gainesville, Fla.

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